

KERSHAW ELEMENTARY

108 N. Rollins Dr.
Kershaw, S.C. 29067

GRADES K-5 Elementary School

ENROLLMENT 502 Students

PRINCIPAL Mrs. Jennifer C. Etheridge 803-475-6655

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| | | | | |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 10 | 48 | 37 | 0 | 0 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

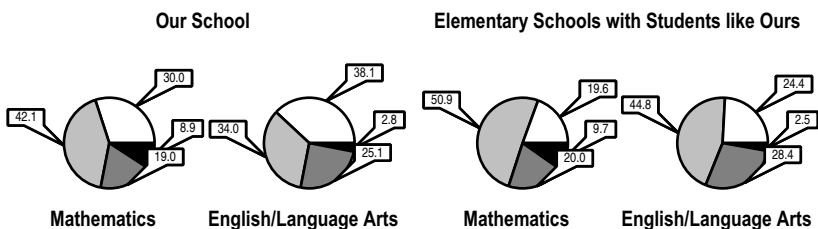
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Below Average | Unsatisfactory | N/A |
| 2002 | Average | Unsatisfactory | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 33 | 72 | 23 |
| Percent satisfied with learning environment | 100.0% | 84.7% | 86.4% |
| Percent satisfied with social and physical environment | 100.0% | 73.6% | 72.7% |
| Percent satisfied with home-school relations | 90.6% | 81.9% | 81.8% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 258 | 100.0 | 38.1 | 34.0 | 25.1 | 2.8 | 27.9 | 17.6 |
| Gender | | | | | | | | |
| Male | 136 | 100.0 | 44.2 | 34.9 | 19.4 | 1.6 | 20.9 | 17.6 |
| Female | 122 | 100.0 | 31.4 | 33.1 | 31.4 | 4.2 | 35.6 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 182 | 100.0 | 29.1 | 36.0 | 30.9 | 4.0 | 34.9 | 17.6 |
| African-American | 73 | 100.0 | 59.4 | 30.4 | 10.1 | N/A | 10.1 | 17.6 |
| Asian/Pacific Islander | 3 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 218 | 100.0 | 30.0 | 38.1 | 28.6 | 3.3 | 31.9 | 17.6 |
| Disabled | 40 | 100.0 | 83.8 | 10.8 | 5.4 | N/A | 5.4 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 258 | 100.0 | 38.1 | 34.0 | 25.1 | 2.8 | 27.9 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 258 | 100.0 | 38.1 | 34.0 | 25.1 | 2.8 | 27.9 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 149 | 100.0 | 54.4 | 32.4 | 13.2 | N/A | 13.2 | 17.6 |
| Full-pay meals | 109 | 100.0 | 18.0 | 36.0 | 39.6 | 6.3 | 45.9 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 258 | 100.0 | 30.0 | 42.1 | 19.0 | 8.9 | 27.9 | 15.5 |
| Gender | | | | | | | | |
| Male | 136 | 100.0 | 31.0 | 41.1 | 20.2 | 7.8 | 27.9 | 15.5 |
| Female | 122 | 100.0 | 28.8 | 43.2 | 17.8 | 10.2 | 28.0 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 182 | 100.0 | 23.4 | 44.6 | 20.6 | 11.4 | 32.0 | 15.5 |
| African-American | 73 | 100.0 | 47.8 | 34.8 | 14.5 | 2.9 | 17.4 | 15.5 |
| Asian/Pacific Islander | 3 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 218 | 100.0 | 22.9 | 45.7 | 21.4 | 10.0 | 31.4 | 15.5 |
| Disabled | 40 | 100.0 | 70.3 | 21.6 | 5.4 | 2.7 | 8.1 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 258 | 100.0 | 30.0 | 42.1 | 19.0 | 8.9 | 27.9 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 258 | 100.0 | 30.0 | 42.1 | 19.0 | 8.9 | 27.9 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 149 | 100.0 | 41.2 | 35.3 | 16.9 | 6.6 | 23.5 | 15.5 |
| Full-pay meals | 109 | 100.0 | 16.2 | 50.5 | 21.6 | 11.7 | 33.3 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 85 | N/A | 17.6 | 43.5 | 38.8 | N/A | 38.8 |
| | Grade 4 | 70 | N/A | 32.9 | 44.3 | 21.4 | 1.4 | 22.9 |
| | Grade 5 | 87 | N/A | 42.5 | 42.5 | 14.9 | N/A | 14.9 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 87 | 100.0 | 31.7 | 31.7 | 31.7 | 4.9 | 36.6 |
| | Grade 4 | 91 | 100.0 | 27.0 | 38.2 | 32.6 | 2.2 | 34.8 |
| | Grade 5 | 80 | 100.0 | 57.9 | 31.6 | 9.2 | 1.3 | 10.5 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | 85 | N/A | 16.5 | 29.4 | 30.6 | 23.5 | 54.1 |
| | Grade 4 | 70 | N/A | 55.7 | 35.7 | 7.1 | 1.4 | 8.6 |
| | Grade 5 | 87 | N/A | 52.9 | 35.6 | 8.0 | 3.4 | 11.5 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 87 | 100.0 | 19.5 | 50.0 | 18.3 | 12.2 | 30.5 |
| | Grade 4 | 91 | 100.0 | 21.3 | 33.7 | 31.5 | 13.5 | 44.9 |
| | Grade 5 | 80 | 100.0 | 51.3 | 43.4 | 5.3 | N/A | 5.3 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 502) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 0.2% | Down from 2.0% | 2.6% | 2.4% |
| Attendance rate | 96.0% | Down from 96.6% | 95.8% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 15.8% | Down from 16.3% | 13.8% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 8.6% | Up from 5.8% | 8.6% | 8.0% |
| Older than usual for grade | 0.8% | N/A | 1.0% | 1.1% |
| Suspended or expelled | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|----------|------------------|-----------|-----------|
| Teachers (n= 32) | | | | |
| Teachers with advanced degrees | 75.0% | Up from 74.2% | 45.2% | 50.0% |
| Continuing contract teachers | 87.5% | Down from 96.8% | 87.5% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 92.7% | Down from 94.1% | 87.7% | 86.2% |
| Teacher attendance rate | 92.7% | Down from 94.4% | 95.2% | 95.3% |
| Average teacher salary | \$43,228 | Up 0.5% | \$39,599 | \$39,909 |
| Prof. development days/teacher | 8.4 days | Up from 8.0 days | 10.9 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 4.0 | 4.0 |
| Student-teacher ratio | 19.4 to 1 | Down from 20.1 to 1 | 18.9 to 1 | 18.9 to 1 |
| Prime instructional time | 87.0% | Down from 89.5% | 89.5% | 89.7% |
| Dollars spent per pupil* | \$5,635 | Up 8.7% | \$5,668 | \$5,892 |
| Percent spent on teacher salaries* | 67.7% | Up from 67.4% | 66.6% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"Expect to be impressed, our children are the best!" Our school motto continues to be reflected in the efforts of our entire school family. From School Improvement Council "Love to Read, Love to Learn" reading goals for every grade level to new computers purchased by PTO, a positive school experience for all students is the commitment of our community. Many local businesses have supported Kershaw Elementary in the last year as Best Buddies.

The excitement of learning continues in the utilization of Harcourt Mathematics and Everyday Mathematics programs, a Discovery cluster program using Core Knowledge Curriculum and Multiple Intelligences Theory, LEAP reading groups for K-1 students, and SRA Corrective Reading and SOAR to Success Language Arts for identified 4th and 5th graders in small groups. Staff development activities for teachers and assistants included the South Carolina Reading Initiative, district-sponsored Professional Growth Institutes, and Standards In Practice training to refine assessment techniques and compare standards vertically between grade levels.

Innovative learning experiences are provided for all students through NCS Learn computer software for mathematics and language arts, standards-based field trips on all grade levels, and manipulatives in both mathematics and science. Extended day and year enrichment has been provided through 21st Century Learning Center after-school classes, and the Lancaster Youth Endowment Homework Center. AmeriCorps members, Teacher Cadets, and Service Learning students, along with parent and grandparent volunteers, provide tutoring and mentoring for our students. Selected 5th graders participate in Boys and Girls Clubs.

Our Lifeskills Character Education program and numerous service learning activities provide citizenship opportunities for our students and staff, and support the American Red Cross, St. Jude's Children's Research Hospital, March of Dimes, and the Muscular Dystrophy Association. All students participated in musical and dramatic performances for family and friends during the year. PTO contributions continued to support the 5th grade D.A.R.E. program, visiting artists, and Accelerated Reader.

Submitted by Mrs. Jennifer C. Etheridge, Principal 2002-2003

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.